

EVALUATION OF THE IMPACT OF MADRASAH YOUNG TEACHER FUNCTIONAL TECHNICAL TRAINING PROGRAM

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Abstract

This study aims to evaluate the impact of the Technical Functional Teacher Training Program Madrasah held by the Technical Center of Ministry of Religious Affairs. This study used modified Kirkpatrick level Result model and case study method. The study was conducted in 58 Madrasahs with 518 respondents consisting of alumni of trainees, colleagues, and head of Madrasah. Technique of collecting data by way of questionnaire, observation and interview. Data processing is done by quantitative and qualitative descriptive technique. The results of this study show that the training alumni are able to arrange the tools and carry out the process and assessment of learning, ensuring the quality of planning, completing routine work, solving problems, improving working relationships and cooperation, implementing the results of the training, receiving and advising. But alumnus do not use ICT in learning, do not do reflective action, do not implement knowledge and skill in work. This capability is not entirely the result of the role of Technical Training Center of the Ministry of Religious Affairs.

Keywords: *impact evaluation, training program, alumni performance, and work unit performance*

Teachers as State civil apparatus in carrying out their duties must at least have competency, namely pedagogic competence and professional competence (Permendiknas RI Number 16 of 2007) concerning Academic Qualification Standards and Teacher Competencies. Teachers as professional people have the opportunity to develop their competencies, including through training courses carried out by training institutions.

Based on the ASN Law, training is a path that can be carried out to improve competence and career in carrying out tasks both carried out in work areas and regularly carried out by training institutions (Law No. 5 of 2014). So education and training plays a vital role in the effectiveness of an organization and is one of the most effective techniques to improve employee performance and organizational productivity in the workplace (Falola, Osibanjo, and Ojo, 2014).

This is supported by research data that say that 50.1% of changes in employee performance can only be achieved through appropriate training (Hafeez, 2015). Thus it is clear that education and training is one of the good and significant explanatory variables for improving employee performance in an institution or organization. Kinerja guru sebagai pegawai dipengaruhi oleh berbagai faktor, antara lain adalah diklat, sehingga pelatihan merupakan faktor terpenting karena dapat meningkatkan efisiensi dan efektivitas baik pegawai yang bersangkutan maupun organisasi karena dengan pelatihan adanya peningkatan dalam keterampilan dan kompetensi (Khan, 2011). So that an employee who has attended training is expected to have better performance.

One of the institutions that carried out the training was the Education and Religious Technical Training Center (PTTPK). The content of the training curriculum consists of education systems, learning systems, character values, science and technology, sustainable professions and teacher performance. In terms of budget and training time, PTTPK has used a budget of more than 57,000,000,000.00 and has trained more than 7,500 young madrasa teachers for more than 16 years. Technical Training Center, 2016 financial report. (Pusdiklat, 2018)

In addition to the training activities, PTTPK also carried out non-training activities, including Training Needs Analysis, Post-training Evaluation, work meetings, coordination meetings, program socialization and training program evaluation meetings. But the substance of the non-training residence is still information, coordination and synchronization of activities and not yet in the form of a database system on the impact caused by alumni of training participants in their respective madrasahs.

Improving the performance of teachers at the madrasa after completing the training has not been thoroughly evaluated, so the results of the training carried out by PTTPK are less than optimal in capturing improved performance, especially the performance of Madrasah teachers. Lack of handling data collection on the impact of education and training strengthens Issues related to the use and effectiveness of training have not been adequately addressed.

One issue that is often discussed is the selection of training types and the use of criteria in selecting trainees regarding factors that might prevent training so as not to have a positive impact on productivity or factors that play a role in inhibiting the positive effects of training (Menon, 2013).

In the scientific method, the Postgraduate of the Jakarta State University has not yet conducted research on the impact of the implementation of the madrasah teacher training program implemented by PTTPK. The focus of this study is the impact of the training program on aspects of the performance of madrasa teachers as alumni of training participants and the impact on madrasa performance. The formulation of the problem in this study is how the impact of the training program for young madrasa teachers on: (1) improving the performance of alumni of training participants? and (2) Improving Madrasah performance?

This research is supported by several theories, namely: evaluation theory, program evaluation theory, program impact evaluation theory and training theory. Evaluation is a process of providing information and for knowing deficiencies or weaknesses for improvement (Stufflebeam, 2003; Bonnie and Ruptic, 1994; Owen, 1993), so as to make professional decisions.

Evaluation is also a process of assessing something based on criteria followed by decision making on evaluated objects (Djaali and Puji Mulyono, 2008: 1; Robert E. Stake, 2004: 4) and supporting learning (Jaap Scheerens, Gees Glas, and Sally M. Thomas, 2003: 318.). Evaluation is a systematic process in collecting, analyzing and interpreting information to determine the level of achievement of learners in learning (Gronlund and Linn, 1990; Popham, 1995) and as a process of value judgments regarding the quality of programs, results, and objectives (Topno, 2012).

The general definition of the program is a plan (Arikunto and Cepi, 2014). The program is also an expectation (Tayibnapis, 2008) which has a specific goal (Spaulding, 2008) and is able to improve results (Mallonee, 2000). Program evaluation is the process of measuring, collecting, and processing information in order to improve the effectiveness of future programs (Stufflebeam and Shinkfield, 2007).

Evaluation is a program that provides information and can be used to assess whether or not goals are achieved (Gibney, et al. 2005). Other experts revealed that program evaluation is a timely and systematic process that is carried out to collect, analyze and report data and facilitate stakeholder assessment of the program in terms of design, purpose and type of impact, suitability between impact and needs, cost effectiveness, and utility (Leahy, Thielsen, and Milington, 2016). When associated with

research, program evaluation is evaluative research (Arikunto and Cepi, 2014) and contributive processes are carried out in the development of educational programs, decision making regarding program sustainability (Yuksel, 2012).

Program impact evaluation is needed to inform policymakers about decision making related to ineffective programs, make interventions, assess the advantages of the program, and determine various alternative programs (Gertler, P. J, et. Al., 2010). Impact evaluation seeks to determine the relationship between the program and subsequent improvements in the welfare of the target population (Khandker, Koolwal, and Samad, 2010).

Training is a planned effort to facilitate the learning of teachers about work-related knowledge, skills and behavior (Noe, el. Al., 2010) and carried out at least 40 hours of study (PMA Number 4 in 2012, article 15). Training can also improve competencies and skills better so as to improve the efficiency and effectiveness of employees and organizations (Khan, et al., 2011, vol. 11 (7)). A comprehensive training can help to gain knowledge, skills and attitudes to achieve institutional goals and create competitive advantages (Niazi, 2011. Vol 1/2).

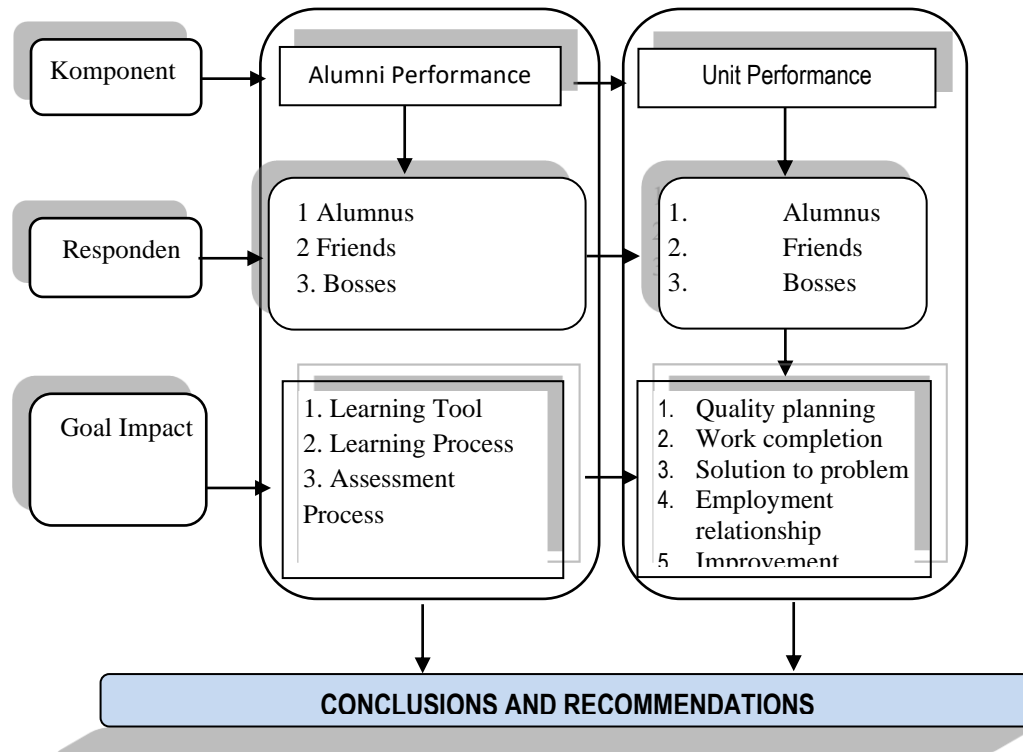
Training can also improve skills and competencies better so that it will enhance the efficiency and effectiveness of employees and organizations (Khan, et al., 2011, vol 11/7). A study refers to and is based on a predetermined design. A training that has been designed must suit the needs of users and play an important role for the performance of employees and training institutions (Khan., Et al, 2011, Vol 11/7)

Evaluation of training is a process of assessment carried out on the performance and behavior of trainees as an impact of training (Topno, 2012: Vol 5/2) and is one of the methods that can be implemented to determine the impact on self, peers. The impact of a training is the changes that will be accepted and implemented with enthusiasm by the trainees' alumni, such as work quality, productivity, job satisfaction, and fewer errors (Kirkpatrick and Kirkpatrick, 2005).

Impacts arising from the training process, namely: the impact on employee performance, the impact on employee salaries, the impact of the involvement of employee employment, and work involvement in employee performance (Sultan, et. Al., 2012). Training impact evaluation, which had been carried out by several researchers in general, revealed the existence of a relationship between the material taught during training and the implementation process of education and training with the results of the training participants' abilities (Anonim, 2005)

METHOD

The impact evaluation study program of the training used case study methods and survey methods. The model used in the impact evaluation study program was the development of two evaluation models, the Kirkpatrick and CIPPO models. Both of these models were developed because they were able to reveal the results of the training up to the outcome stage, namely how the training impacted on the behavior of alumni and work units by looking at competencies, performance, work units, and social attitudes of training participants alumni. The research design of the impact evaluation of the training program is as below:



Gambar 1. Design of Impact Evaluation Research on Coach Program for Young Teachers of Madrasah

The sample in this study were 30 madrasas and each madrasa was taken as many as three alumni of the training participants, one friend of alumni colleagues, two alumni supervisors. The instruments used in this study were questionnaires, savings guidelines and interview guidelines developed from the study of theory and research components. The instruments that have been compiled have been validated by 5 experts to determine the extent to which the instrument can measure what is to be measured in this study. The results of the study in the form of quantitative data were analyzed starting from each item question / observation using the average value and percentage value and presented in the form of tables and line diagrams

The results of the study in the form of quantitative data were analyzed starting from each statement / question / observation by using central tendencies in the form of averages and percentages and presented in the form of tables and line diagrams. Qualitative research data in the form of interviews with three supervisors and three fellow alumni by using 8 questions and analyzed with four stages, namely (1) compiling the results of interviews in transcript form, (2) summarizing all transcripts into 8 classifications with 6 responses which was used as the results of the study, (3) analyzing each classification so as to produce findings in the discussion, (4) concluding the results of the interviews in the form of descriptive narratives

In determining the success of the evaluation of the impact of training programs required the existence of a criteria or to define the characteristics of the success of a program and be used as a tool to justify the success of a program. In the evaluation process, criteria are used to compare the measurement results, thereby generating a conclusion that whether a program, activity or product is feasible, relevant, efficient and effective or not (Nana Syaodih Sukmadinata, 2012: 128). The success criteria of program impact evaluation is the standard used as the benchmark of the success of the alumni of the training participants in applying the knowledge, skills and attitudes in the work unit that are classified into 5

categories, namely very good (92.00 - 100.00), either (84.00 - 91.99), less (68.00 - 75.99), less (68.00 - 75.99), and very less (... <68,00) (Pusdiklat Teknis Kemenag, 2013).

DISCUSSION

The result of the evaluation of the impact of youth teacher training program organized by Pusdiklat Tenaga Teknis Pendidikan dan Religious is presented in two components, namely evaluation of performance improvement of alumni of training participants and evaluation of work unit performance improvement (madrasah). Evaluation of performance improvement in this research is a systematic assessment to find out the work result of youth teacher of trainee alumni. Evaluation of the impact of the program on improving the performance of alumni of the classification training participants into three elements, namely the preparation of learning tools, learning process, and assessment process. The three elements are measured using 18 indicators.

Complete data of research result of alumni performance and role of pusdiklat in performance improvement can be seen in Figure 2

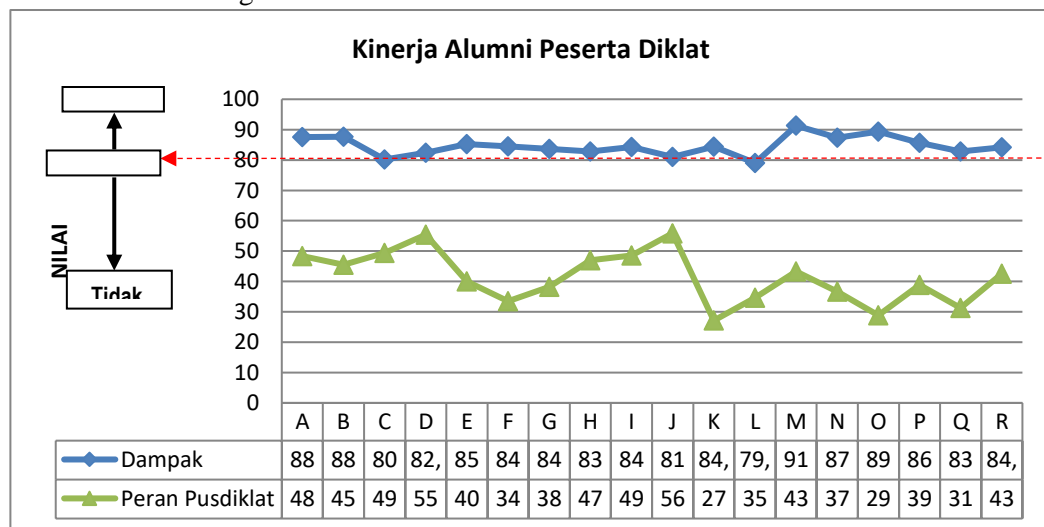


Figure 2. Graph of program impact and role of pusdiklat in improving the performance of alumni of trainees

Information:

- A = Completeness of learning administration tool
- B = Associate between RPP components
- C = Selecting models, methods, media and learning resources
- D = Use of learning approach
- E = Conducting preliminary activities in the learning process
- F = Mastery of subject matter
- G = Applying approach / learning strategy
- H = Utilize learning resources / learning media
- I = Learning Triggering and Maintaining Student Involvement
- J = Activity conducts process assessment during learning
- K = Activity Using Good And True Language
- L = Conducting closing learning activities

M = Ability to Compile the Grid
 N = Ability to Compile Problem Items
 O = Script mapping ability
 P = Perform an assessment
 Q = Processing Assessment Data
 R = Reporting Assessment Results

The result of the research of the preparation of learning tools through interviews found that, alumni have prepared annual program, semester program and lesson plan according to process standard. While in the learning process, alumni conduct preliminary activities, mastering learning materials, doing a scientific approach, using the source / media optimally, involving students actively, and closing learning activities. But not all teachers do the process assessment and use the language indonseia is good and true. In the appraisal process, alumni have prepared lattice and item, printed the manuscript, conducted the assessment, processed the value of computer and always publish the result of the assessment to the stakeholders.

Evaluation The improvement of work unit performance in this research is systematic assessment to know the quality of dedication of alumni of training participants to the work unit after completion of the training which is carried out by Pusdiklat Tenaga Teknis Education and Religious. In this assessment using 5 indicators, namely: to ensure the quality of job planning, completing routine work, solve problems, improve employment relationships, and make efforts to improve work.

Complete result of research of performance improvement of work unit and role of pusdiklat can be seen in picture 3

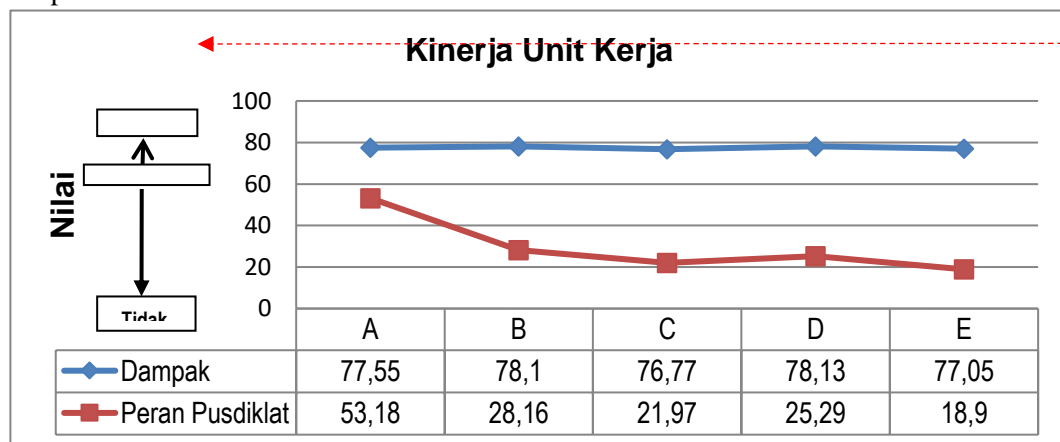


Figure 3. Graph of program impact and role of pusdiklat in improving work unit performance of training alumni

Information:

A = Ensure the quality of job planning
 B = Complete routine work
 C = solves the problem
 D = improve working relationship
 E = doing business for repair work

The results of the research in the form of interviews obtained that the work unit: can arrange a realistic and easy to implement planning, completing routine work, solving students' problems in a familial way, the growth of cooperative and communicative attitude of teachers and staffs, resolving differences of opinion between leaders and peers by musyawarah and kinship , Always maintaining good

relationships among teachers teachers ready to receive and give criticism from leaders and peers, discipline increases, assess and hold remedial programs, but rarely do enrichment programs for students.

a. Discussion Of Research Results

1. Evaluation Of Performance Improvement Of Alumni Of Training Participants

Discussion of research results on the impact of youth teacher training program of the madrasah component of performance improvement of alumni of training participants focused on three competencies, namely the competence of the preparation of learning tools, the implementation of the learning process in the classroom and assessment of learning outcomes. Discussion of teacher performance improvement in this research refers to Regulation of Minister of Religion No. 165 year 2014 about curriculum of 2013 subjects of education of Islam and Arabic at Madrasah and Regulation of Minister of Education and Culture No. 65 year 2013 which changed to Regulation of Minister of Education and Culture Number 22 year 2016 on process standards.

The performance of the learning tool consists of 4 indicators, two well-performing indicators, which complement the compilation of instructional tools, and analyze the interrelationships between components in the lesson plan, while in formulating methods, media, and learning resources in the lesson plan and using the learning approach Enough teriori. The ability of administrative learning which is owned by the alumni of the participants is the ability to make an annual program, a semester program, a complete and systematic learning plan, and the ability to develop an assessment instrument that refers to applicable regulations.

While the ability of alumni in linking between components in the learning plan seen the existence of linkages ranging from core competencies, basic competencies, learning objectives, Indicators of achievement of competence, preliminary activities, core, and cover in the learning and material steps. Implementation of the learning process in the classroom is one of the performance for professional teachers. Based on the research data, it is found that 8 ability in doing learning process is divided into two categories, that is good (84,00 - 91,99) and enough (76,00-83,99).

The ability of alumni with good criteria is to conduct preliminary activities, master the subject matter to be taught, conditioned learning that can trigger and maintain student involvement, can use good and correct language during learning. While the performance of alumni with enough criteria is to apply a santifik approach and activity-based learning, can optimally utilize learning resources and / instructional media, conduct process assessments during learning, and melakukan closing activities in learning.

The ability of alumni in the mastery of the subject matter is shown the mastery of material substance and can convey clearly and relate with other relevant knowledge. While the process of applying the learning approach, the alumni of the trainees can adjust to the competencies and objectives to be achieved, coherent learning, mastering the class, contextual learning, and fostering positive habits. The performance of alumni in megoptimalkan learning resources by using the book package during the learning effectively, use other learning resources, and use of instructional media that applicative.

The implementation of the 2013 curriculum teaching approach by alumni makes students directly involved and fosters active participation during learning, shows an open attitude toward student responses, and fosters students' cheerfulness and anthropism in learning. The performance of the training participants' alumni in process assessment can monitor the learning progress during the learning process and can reflect the success in instilling attitudes, knowledge, and skills in accordance with the indicators of achievement of competencies that have been formulated. While the ability of alumni in doing cover activity in learning enough increase, good when do reflection, make summation by involving student, follow up by giving direction or activity or task as part remidi / enrichment.

Discussion on the improvement of alumni's performance in the process of appraising learning results refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 53 of 2015 and Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016 on Education Appraisal Standards. Implementation of the process of assessment of learning outcomes is one of the performance for professional teachers.

Based on the research data revealed that from 6 indicators of alumni performance of the trainees, 5 good criteria, ie composing grids and items, can print the script in the form of print out, skilled in conducting the assessment, and can report the assessment result regularly to Stakeholders. While the performance of data processing the results of the assessment by using the computer reached the criteria enough.

The performance of training alumni in preparing the grid is shown by containing the components of Basic Competence, subject matter, indicators, problem form and number of questions; Matter is a synthesis of Basic Competence; And indicators are the development of Basic Competencies. The performance of the training alumni in preparing the items is indicated, among others, in the writing of the item in accordance with the indicator, the choice of homogeneous and logical answers from the material side, each question has one correct answer, no item depends on the previous answer, Which is in accordance with Indonesian rules. The performance of the training alumni in printing the manuscript is indicated that the item is arranged in the form of printed format, and printed as needed.

While the performance of alumni in carrying out the assessment, among others, has used the script of the matter that has been prepared and printed and the results of students' answers corrected and the discoring itself with reference to key answers or guidelines that have been provided. In order to communicate the students' learning outcomes, alumni coaches have reported the results of the assessment during one semester either to superiors, parents or guardians of students and people who have an interest in student learning outcomes. The ability of training alumni to report on assessment results increases, thus providing satisfaction levels for heads of parent students and students as the person receiving the report. The above conditions are supported by the results of open interviews stating that teachers have developed learning tools and conducting learning process based on standar process, and conduct the assessment process in accordance with the standards and always publish the results of assessment to stakeholders.

The above conditions are supported by the results of open interviews stating that teachers have developed learning tools and conducting learning process based on standar process, and conduct the assessment process in accordance with the standards and always publish the results of assessment to stakeholders. But not all teachers do the process assessment and use the language indonseia is good and true. Meanwhile, the result of the closed interview revealed that 18 indicators that build the alumni's performance did not reach the criteria ($<76,00$) the ability obtained from the training, so it was stated not fully improvement of alumni performance obtained from following the training activities in PTPK. Instead of training elsewhere, self-development and other alternative activities, such as active in MGMP / KKG.

2. Evaluation of Madrasah Performance Improvement

Discussion on the impact of youth madrasah teacher training program on the improvement of work unit performance is focused on 5 indicators, namely: performance in quality of job planning planning, completion of routine work, problem solving, improvement of working relationship, and doing business for work improvement. These five indicators only meet enough criteria.

The performance of the work unit in planning quality work has increased considerably, especially in the involvement and support of madrasah work planning activities, in the preparation of

madrasah program plans, increased ability to analyze actual phenomena and plan making, increased boss confidence in professionalism in planning, Arranged planning is easy to implement. The performance of the work units conducted by the training alumni in the completion of the routine work has increased considerably, especially the completion of the tasks in the madrasah more effectively and efficiently, to complete the teaching task maximally, and to more quickly complete the work assigned by the head of Madrasah.

While the work unit's performance in work-related problem solving and work unit has increased considerably, especially the performance in solving various problems that arise in its work, overcome the differences of opinion wisely, and solve the difference between teacher's wishes and policy of head of madrasah. The work unit's performance in improving working relationships in the madrasah has increased considerably, especially the cooperation between the leader and the teacher as a team that is intact and better than before, interacts with training alumni with coworkers to become better and more active in the Working Group / Teacher Working Group Meeting lesson.

While work unit performance in effort improvement effort enough increase, so that seen existence of effort repair work in madrasah environment in executing activity, program, and mission of madrasah to reach vision which have been agreed. The impact of the training on improving the work effort of the work unit, especially from the teacher element of madrasah, among others: accept criticized by the leader with pleasure, more discipline come to madrasah, more discipline in teaching in class, more quickly understand the direction of leadership to assigned task, Need to be given direction because they already know what to do, develop learning tools, compile assessment tools in accordance with the standards, conduct remedial programs and enrichment of students.

The above conditions are supported by data from open interviews stating that there is realistic planning, problem solving and routine work, the growth of cooperative and communicative attitudes and the spirit to succeed in working, always maintaining and improving relationships, and resolving dissent in deliberation and Familiarization and show a positive attitude of competence, ready to receive and give criticism from the leadership and peers, the increase of discipline in and teach in the class, and held a remedial program. However, it is necessary to encourage enrichment programs for students. The result of the closed interview revealed that 5 indicators that build the work unit performance reach the criteria very less (<67,99) the ability obtained from the training, so it is not fully improve the work unit performance obtained from the training activity at Pusdiklat, Elsewhere, self-development and other alternative activities, such as active in MGMP / KKG.

The recommendations in this study are addressed to:

Head of Research and Development Agency and Training that in making policy and coaching always emphasize the increased competence of structural officials, Widyaiswara, and adequate budget.

Head of Religious Technical Training Center in planning and arranging training curriculum to accommodate the interests of users especially the improvement of performance by considering the contemporary factor and multiplying the practice, optimizing the role of widyaiswara and other resources in training providers.

Practitioners to better understand the concept of program impact evaluation and conduct further extensive research, (4) Head of Madrasah to optimize the performance of alumni in building system and development of learning and working relationship.

CONCLUSION

Impact of the Training Program on the performance of alumni of training participants in general good, but there are aspects that need to be improved, namely: choosing models, methods, media and learning resources and learning approaches, process assessments, closing learning activities, and processing value with computer systems.

The impact of training programs on work unit performance is generally sufficient. So that alumni are active in planning activities, analyzing actual phenomenon, increasing trust of superiors, and planning of learning process which is easy to implement.

The role of Technical Training Center in improving alumni performance and performance of alumni working units is very poor (alumni performance: 41.96%, work unit performance: 31.4%).

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